

The district will adopt criteria and procedures for evaluation of certificated employees, with input from those parties affected by the evaluation process (trustees, administrators, and teachers). The criteria and procedures will be attached to this policy and will be communicated to certificated employees.

Evaluations of certificated employees will be conducted by the building principal, designee or other administrator with direct supervisory responsibilities of the employee. Evaluations of certificated employees will be conducted at least once annually.

For the 2011-12 school year, the evaluation must be completed on or before February 1.

For evaluations conducted after June 30, 2012, the evaluation shall include two portions, each of which comprises of the total written evaluation as follows:

1. To be completed on or before February 1, evaluation of the employee's performance, aligned to the State of Idaho's minimum evaluation standards based on Charlotte Danielson's *Framework for Teaching*, Section Edition, domains and components of instruction, and input from parents and guardians of students.
2. Evaluation of the employee's performance, based on objective measure(s) of growth in student achievement, to comprise at least 50% of the total written evaluation.

INPUT FROM PARENTS AND GUARDIANS OF STUDENTS

The building principal will develop procedures to effectively:

Notify parents and guardians that the district is seeking input regarding teacher performance;

Develop a mechanism for obtaining such input and assessing its validity;

Review and analyze the input;

Communicate the input to the employee; and

Maintain the data obtained from the input.

OBJECTIVE MEASURES OF GROWTH IN STUDENT ACHIEVEMENT

Evaluation of the employee's performance, based on objective measure(s) of growth in student achievement shall comprise 50% of the teacher's total written evaluation.

EVALUATION STANDARDS FOR TEACHERS

Evaluation of the employee's performance, aligned to the State of Idaho's minimum standards based on Charlotte Danielson's Framework for Teaching, Section Edition, domains and components of instruction, shall comprise 45% of the teacher's total written evaluation. The standards are set forth below:

Domain 1—Planning and Preparation

- a. Demonstrating Knowledge of Content and Pedagogy
- b. Demonstrating Knowledge of Students
- c. Setting Instructional Goals
- d. Demonstrating Knowledge of Resources
- e. Designing Coherent Instruction
- f. Assessing Student Learning

Domain 2—Learning Environment

- a. Creating an Environment of Respect and Rapport
- b. Establishing a Culture for Learning
- c. Managing Classroom Procedures
- d. Managing Student Behavior
- e. Organizing Physical Space Domain

Domain 3—Instruction and Use of Assessment

- a. Communicating Clearly and Accurately
- b. Using Questions and Discussion Techniques
- c. Engaging Students in Learning
- d. Providing Feedback to Students
- e. Demonstrating Flexibility and Responsiveness
- f. Using Assessment to Inform Instruction and Improve Student Achievement

Domain 4—Professional Responsibilities

- a. Reflecting on Teaching
- b. Maintaining Accurate Records
- c. Communicating with Families
- d. Contributing to the School and District
- e. Growing and Developing Professionally
- f. Showing Professionalism

EVALUATION PROCESS AND CONTENTS

The evaluation of each certificated employee will be in writing, based on observations of the employee's performance and other relevant factors, and will reflect whether or not the employee is performing satisfactorily. Upon completion of the evaluation, the employee's performance will be discussed with the employee and a signed copy of the written evaluation will be placed in the employee's personnel file. After reviewing the evaluation, the employee may file a rebuttal statement to the evaluation. However, the employee has no right to appeal or file a grievance regarding the content of the evaluation.

The evaluation for each certificated employee in this district will contain, at a minimum, the following information:

1. Purpose — Statements identifying the purpose or purposes for which the evaluation is being conducted;
2. Criteria — Statements of the general criteria upon which certificated personnel will be evaluated.
3. Evaluator — Identification of the individuals responsible for evaluating the employee's performance.
4. Source of Data — Description of the data sources used in conducting certificated personnel evaluations. For classroom teaching, classroom observation should be included as one (1) source of data.
5. Procedure — Description of the procedure used in conducting certificated personnel evaluations.
6. Communication of Results — The method by which certificated personnel are informed of the results of evaluations.
7. Personnel Actions — The action, if any, available to this district as a result of the evaluation and the procedures for implementing these actions.
8. Appeal — The procedure available to the individual for appeal or rebuttal when disagreement exists regarding the results of the evaluation.
9. Remediation — The procedure available to provide remediation in those instances where remediation is determined to be an appropriate course of action.
10. Monitoring and Evaluation — A description of the method used to monitor and evaluate

the district's personnel evaluation system.

EVALUATION IMPROVEMENT PLAN

The superintendent or designee will develop a plan for assessing and improving the evaluation process for certificated employees. The evaluation improvement plan will address the following issues:

1. Professional Development and Training—A plan for ongoing training for evaluators/administrators and teachers on the district's evaluation standards, tool, and process.
2. Funding—A plan for funding ongoing training and professional development for administrators in evaluation.
3. Collecting and Using Data—A plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development.
4. Identifying Proficiency—A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement.
5. Stakeholder involvement—A plan for including all stakeholders, including, but not limited to, teachers, trustees, and administrators, in the development and ongoing review of the teacher evaluation criteria.
6. Fairness and Consistency—A provision for evaluating all certificated personnel on a fair and consistent basis.

PLACING A CERTIFICATED EMPLOYEE ON PROBATION

Notwithstanding the open meeting law, the board will make decisions regarding placing a certificated employee on probation in executive session. The individual on probation will not be named in the minutes of the meeting, but a record of the board's decision will be placed in the employee's personnel file. Prior to the commencement of the probationary period, the board will provide written notice to the employee, stating the reasons for the probation, including areas of deficiency, and the conditions of probation, including provisions for adequate supervision and evaluation of the employee's performance during the probationary period.



LEGAL REFERENCE:

Idaho Code Section

33-514

33-514A

33-515

IDAPA 08.02.02.120

Gunter v. Board of Trustees, 123 Idaho 910 (1993)

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